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ABSTRACT

This set of papers presented to the General Research Libraries Division, University Libraries Section, of the International Federation of Library Associations during its 47th annual conference (1981) includes: "SCONUL (Standing Conference of National and University Libraries) and British University Library Standards: Some Observations on the Role Professional Organisations Have Played in the Improvement of University Library Provision in the United Kingdom," by Anthony J. Loveday; "The Role of Professional Associations in the Development of Academic Library Standards," by Dr. Beverly P. Lynch; "Recent Trends in Resource Acquisition in Australian Academic and Research Libraries," by G. G. Allen and J. R. Brockman; "Effective Supply of Literature and Information for Study and Research by Uniformly Directed and Planned University Libraries and Libraries of Other Higher-Education Institutions," by Karl-Heinz Jugelt; "Standards for University Libraries," by K. W. Humphreys; and "Role of the University Library in the National Library System and Interlibrary Cooperation," by N. S. Avalova. (JL)

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**SCONUL and British University Library Standards:
Some Observations on the Role Professional Organisations
Have Played in the Improvement in University Librarie
Provision in the United Kingdom**

by
Anthony J. LOVEDAY, Secretary
Standing Conference of National & University Libraries

SCONUL AND BRITISH UNIVERSITY LIBRARY STANDARDS:
SOME OBSERVATIONS ON THE ROLE PROFESSIONAL ORGANISATIONS
HAVE PLAYED IN THE IMPROVEMENT IN UNIVERSITY LIBRARY
PROVISION IN THE UNITED KINGDOM

by

ANTHONY J. LOVEDAY*

(Secretary, Standing Conference of National & University Libraries)

ABSTRACT:

The relationship between University Libraries in the United Kingdom and their autonomous parent institutions has resulted in the evolution of a consultative process in which professional associations have exerted influence and created a climate of opinion. The manner in which central funding of universities by the University Grants Committee and the Committee's influence over university library provision are described. Examples of the way in which the professional associations have assisted in improving standards are given. The activities of the Standing Conference of National and University Libraries in the improvement of the level of provision and service are highlighted.

It is the purpose of this paper to review the various influences which in the United Kingdom have shaped and determined the levels of provision and service which today are the basis of our university libraries, and thereby to illustrate one mode by which standards may be improved. It was originally proposed by the organisers of this meeting that the paper should concern itself with the role that our national library association has played in the development of university library standards. It is true that the Library Association has indeed been both active and successful in its influence over levels of performance in a wide range of library services. However, to have limited this presentation to an account of the Library Association's contributions and achievements in the determination of university library standards would have resulted

* NOTE: The views expressed are those of the author and are not necessarily those of SCONUL.

in a partial view of the situation - a situation which has been characteristically flexible and has been determined over a prolonged period by the influence of a number of different organisations.

The Oxford English Dictionary is usually helpful in establishing the current usage of a particular word. In this case it defines the word "Standard" variously as "a unit of measurement", "a prescribed minimum size or amount", "an authoritative or recognised exemplar of correct use, perfection or some definite degree of any quality". Those varied definitions help to illustrate the dilemma and the conflict. Librarians tend to interpret a standard as the minimum reasonable level of provision. Grant-awarding authorities and governments are more likely to regard a standard as the maximum to be achieved. For this reason many would prefer to see the formulation of "guide lines" rather than standards. But perhaps it can be generally agreed that standards are concerned with levels of provision. In the context of university library provision these would cover levels of recurrent funding in general, staffing qualifications and establishment, stock provision as well as capital funding and associated building norms. If, as is generally the case in the United Kingdom the libraries are subservient to their parent bodies the levels of provision will also reflect this.

It may perhaps be helpful at this point to make some brief remarks about the nature of the funding process in the United Kingdom. Our universities are neither private institutions nor have they been totally subordinated to government control. In July 1919 the Treasury issued a minute establishing the University Grants Committee (UGC). Its terms of reference were extended twenty-five years later to meet post-war expectations. Currently they are:

"To enquire into the financial needs of university education in Great Britain; to advise the Government as to the application of any grants made by Parliament towards meeting them; to collect, examine and make available information relating to University education throughout the United Kingdom; to assist, in consultation with the universities and other bodies concerned, the preparation and execution of such plans for the development of the universities as may from time to time be required in order to ensure that they are fully adequate to national needs." ¹

The Universities themselves are independent, self-governing institutions, usually established by charter. They have been free to conduct their own affairs and have not so far been subject to legislative control or ministerial directive (although there have been signs of change and increasing intervention as a consequence of the present government's attempts to bring inflation and the economy under control). However, the Universities do depend on the State for the greater part of their funds.

The U.G.C. allocates recurrent grants to each university as an annual block grant. Each university determines the internal disposition of its grant as a matter of its own budgetary autonomy. No attempt is made to lay down in detail from the centre how much of a university's grant should be spent on this or that department, or this or that activity, on teaching and on research. These rather broad statements are on the whole still valid even under the pressures arising out of government policy to cut expenditure. It follows from this that the extent to which a library is funded is largely an internal matter, determined by an institution as a result of its assessment of needs. As a consequence the level of provision could vary enormously between institutions of comparable size. On the whole there is a measure of similarity in the level of provision, and this has been achieved not so much through the imposition of some centrally conceived formula but through the effect of a number of influences applied over a number of years. This paper will specify some of these.

However, before going on to examine the various aspects of library provision and the influence of the various bodies on the national scene, this is perhaps the point at which to provide some more specific information about The Standing Conference of National and University Libraries (SCONUL) because the well-being of university libraries is central to its role. The relationship between the U.G.C. and individual universities has been described and the autonomous nature of these institutions has been mentioned. University librarians during the nineteen-fifties became increasingly aware of the need for some consultative machinery to determine common policy with a view to achieving improved standards of library provision within their institutions. To do this they established SCONUL. This is an organisation on which each university is

represented by its university librarian (or chief library officer in the case of the national libraries). It has currently seventy-six institutions in membership who pay an annual subscription to meet the costs of the organisation. It meets in full Conference twice a year at which detailed reports of its nineteen special Advisory Committees are discussed and a common position on matters of policy is determined.

The day-to-day administration of the affairs of the Standing Conference is in the hands of a full-time Secretariat (The Secretary and his assistant), and the Council (the board of management) meets about four times a year mainly to refine the proposals coming from the Secretary and the Advisory Committees before they are considered by the Conference. The Secretary also operates a "listening post", observing developments and discussions taking place in other professional bodies and elsewhere in the country. He shares this "gate-keeping" activity with a number of Representatives to the Conference who participate in the activities of a wide range of other bodies. By these means SCONUL provides a machinery for our university libraries to share information and experience and provide a measure of unity of purpose and policy in an otherwise institutionally fragmented scene.

RECURRENT FUNDING LEVELS

During the pre-war period it was in fact the U.G.C. itself which made the most effective impact on the improvement of the financial position of the university libraries. As early as 1921 it was already experiencing misgivings as to the level of provision that institutions were making and and its frequently cited remarks included in its Annual Survey for that year demonstrate this:

"The character and efficiency of a university may be gauged by its treatment of its central organ, the Library. We regard the fullest provision for library maintenance as the primary and most vital need in the equipment of a university."²

In 1929, in words that seem highly topical now, it stated:

"... In times of stress, when expenditure has somehow to be curtailed and a feverish search for economies is undertaken,

it is rare for all departments to unite in a determined defence of the interests of the library and only too often the library grant is one of the first items to suffer."³

Moreover the U.G.C. during the inter-war period introduced into its annual publication of comparative statistics a separate table that analysed the expenditure by the various universities on their libraries. This has over the years provided evidence for further criticism by the U.G.C. of the levels reached. These figures still appear tardily but regularly in the Statistics of Education issued by the Department of Education and Science.

But it was the unprecedented post-war expansion of universities and student numbers in Britain that led the U.G.C. to appoint in 1963 a Committee to undertake the comprehensive examination of library provision for university teaching and research. This Committee, under the Chairmanship of Sir Thomas Parry, issued its report in 1967⁴.

Commonly referred to as the "Parry Report" it included many of the criteria now in use in the United Kingdom for assessing levels of provision. It consulted widely and gathered evidence from a number of bodies concerned with different aspects of library service. These included the Association of University Teachers (AUT), The Library Association, The Society of Public Teachers of Law (SPTL) and the Standing Conference of National and University Libraries (SCONUL). These organisations together with the Committee of Vice-Chancellors and Principals (CVCP), The National Association of Local Government Officers (NALGO) and the National Book League (NBL) are the bodies to which most influence must be attributed in the determination of current levels of financial provision. Without doubt, however, the Parry Report must be seen as the single most influential document in fixing the standards to which continuous reference has been made.

Its terms of reference were:

"To consider the most effective and economical arrangements for meeting the needs of the Universities and Colleges of Advanced Technology and Central Institutions for books and periodicals, taking into account expanding staff and student populations, the possible needs of other users, the growth of research, the rising costs of books and periodicals and the increasing capital cost of library

accommodation; to assess how far greater use might be made of shared facilities, both between the institutions themselves, outside library systems and other institutions and of modern methods of reproduction; and to report."⁵

This very comprehensive report comments on many different aspects of the levels of service and provision, and further reference will be made to these in this paper. Particularly significant however is a general recommendation on global recurrent funding of the university libraries upon which all other standards must depend:

"The annual cost (on the SCONUL model) of library provision in a university of medium size would amount to about 6 per cent of the budget of such a university. Circumstances vary, and it would be undesirable and impracticable to impose standards centrally; but we believe that this represents a standard below which British university libraries should not be allowed to fall."⁶

This 6 per cent figure has been the reference point for our university libraries in the United Kingdom. Yearly monitoring of the size of the grants applied has been provided by a number of organisations; the University Grants Committee; SCONUL in collaboration with the Library Association⁷, and the National Book League⁸. All these investigations have had limitations of one sort or another and none may be considered totally adequate, nevertheless they have all illustrated that few institutions have reached the percentage proposed. Critics have suggested that the figure of 6 per cent was plucked out of the air. This is not so. Many of the Parry Report's conclusions were based upon recommendations put forward by a committee specially set up by SCONUL for this purpose and its evidence is included in the Report.⁹

SCONUL based its evidence upon a number of observations and investigations. Its assessments were drawn from figures which are now clearly out of date; it used criteria developed from a minimum standard allocation for a number of subjects commonly taught, determined by a quantitative sampling of literature in various subjects and utilising a consensus of opinion from a number of experienced university librarians. The actual figures used in a computation undertaken in the mid nineteen sixties will hardly represent adequately the basic needs some fifteen years later. However, most British University Librarians would probably be content to receive

funds at the percentage recommended.

SCONUL's evidence, already referred to, also made a number of more specific comments upon the level of book provision, which were also endorsed by the Parry Committee. The evidence was based upon a basic initial library stock of 250,000 volumes and included the following proposed levels of financial provision:

- 1 Multiple copies of undergraduate material should be acquired on a ratio of 1:10.
- 2 An amount equivalent to 25 per cent of the sum expended on books and periodicals should be spent on binding.
- 3 An amount equivalent to 10 per cent of the sum expended on books and periodicals should be available for expenditure on "sundries".
- 4 The ratio between book grants and salaries should be of the order of 50:50.

It was also assumed that book prices would rise at an annual rate of about 10 per cent.

Over the past fifteen years the state of the economy has changed significantly and this has been reflected in the various indexes recording sums expended. In many respects the findings of the Parry Committee must be reviewed as a result of these changes and it has fallen largely to the various professional organisations to take account of these changes and to formulate desirable adjustments. For example the Committee of Vice-Chancellors and Principals maintains an Index to University Costs (familiarily known as the Tress-Brown Index after its innovators). This has shown an increase in the average costs of books, periodicals and binding of 401.5% since 1966. SCONUL has an Advisory Committee on Recurring Expenditure, one of whose functions has been to monitor the levels recorded in the Index and to formulate arguments for adjustments when these have been considered appropriate. One conclusion has been that the use of expenditure figures as a basis for supplementation to grants allocated is unsatisfactory: SCONUL has been at pains to point out that the use of expenditure figures at times of financial constraint (when libraries tend to purchase fewer of the more expensive items) has had the effect of depressing the recorded average cost of

purchased books and therefore the Index does not truly reflect the effects of inflation upon the libraries' purchasing grants. One consequence of representations made by SCONUL to the compilers of the Index has been some modification of the methodology used. Account is now being taken of the figures published by the Centre for Library and Information Management (CLAIM)¹⁰. This project originally developed by CLAIM's predecessor (The Library Management Research Unit at Cambridge) monitors the average price of British published books of academic worth. It therefore provides an indication of the variation in cost of books that a British University Library of average size might be expected to acquire. This is now an element in the hybrid computation being used for the Index.

The annual returns of expenditure and allocation figures collected jointly by SCONUL and the Library Association have also been used by the Advisory Committee to draw to the attention of University Librarians the shift in ratios of expenditure on materials to salaries, which was 60:40 a few years ago and is now nearer 40:60. This information has been used by the librarians in preparing their cases within their institutions for improved grants.

In another area - the provision of materials for law students - the Society of Public Teachers of Law has formulated what it considers to be the minimum levels of service to be maintained in relation to University Law Schools. Its representations to the U.G.C. have resulted both in the introduction of non-recurrent ear-marked grants to universities for library law provision and also in the extension of the use of university equipment grants to include the acquisition of law reports and the like. The U.G.C. has also taken cognisance of the submission made by SCONUL when quinquennial budgetting was still customary on the erosive effects of inflation; as a result it sent a letter of guidance to all universities recommending that they improve their library allocations by 10 per cent in real terms. SCONUL's Advisory Committees and Groups concerned with the provision of specialist materials (eg: Slavonic, Latin-American and Oriental) have also done much useful work over the years in drawing attention to the special needs and problems of researchers using materials from these geographical areas, and this has resulted in co-operative acquisition programmes and improved access. They have produced a number of guides and union lists of special material, the most recent being a

guide to Latin-American census material¹¹ and work is currently being undertaken in preparing a guide to collections for United States studies and a Union list of American periodicals. They have also prepared submissions on their specialist needs as the occasion has arisen. (Eg: a memorandum on access to Soviet Materials to the Foreign and Commonwealth Office and a Statement on the U.G.C. Report on the future of Russian Studies, to name but two.)

NON-RECURRENT FUNDING

The University Grants Committee makes separate allocations for Capital projects. A library has first to secure the support of the parent institution in giving its application for a capital grant the right degree of priority. The University Grants Committee then will determine which applications will be met out of the funds available for disbursement.

Buildings The main demands from the libraries have been for funds for the construction of additional buildings. Such applications have had to comply with the complex guidelines issued by the U.G.C. both in regard to space and overall cost. Over the years there has been continuous dialogue by the Chairmen of SCONUL's Advisory Committee on Buildings and the Buildings Section of the U.G.C. which has resulted in clarification and improved application of the criteria involved. Individual librarians submitting applications for funds for new building projects have drawn on this information and have as a result improved their positions. The Advisory Committee's introduction of SCONUL's Library Design Award has also been influential. This is awarded to new buildings whose design has been recognised as outstandingly supportive to the services operating within them. The Award has been influential in educating architects in the requirements for successful academic library design. This has in turn resulted in more cost-effective building provision. Over the years SCONUL's Advisory Committee on Buildings has arranged a series of critical visits to new library buildings. These have been attended not only by university librarians but also by architects, university administrators and members of the U.G.C. Buildings Section. The merits and demerits of a particular building have been studied in detail and the effectiveness of the building

in relation to the brief has been discussed. The success of these activities has been widely acknowledged and the achievements of this Advisory Committee have been particularly noteworthy in improving building standards.

More recent curtailment of building projects and the revision of U.G.C. norms arising out of the widely publicised report of the Atkinson Committee¹² led SCONUL to establish a committee to look into the implications of the Atkinson Report. SCONUL together with almost all the other professional bodies concerned with university library standards had responded critically to the recommendations and this widespread criticism led the U.G.C. to establish a Steering Group on Library Research to undertake studies into library provision and to monitor the implementation of the recommendations. SCONUL's Advisory Committee has held a series of meetings with the Steering Group and the U.G.C. has been made more aware of the complexities associated with the monitoring process. Associated with this has been the preparation by the Steering Group of a Statistical Questionnaire which all university libraries are now required to complete annually. It has been an ill-conceived and time-consuming affair with the returns resulting in incompatibility and incomparability both between years and between institutions. As a result of the work of the Advisory Committee considerable modifications and improvements have been made in the design of the form, although most institutions would have preferred to see the project abandoned in favour of some more meaningful monitoring exercise.

Automation Another area requiring considerable non-recurrent expenditure is automation. Provision of funds for the purchase of computer equipment has in the past been made to individual universities by government through the Computer Board - a body on which the Department of Education and Science, the University Grants Committee and the Treasury are jointly represented. This body has limited its consideration of requests for funds for computers to those associated with teaching and research. It has excluded library and information needs from these considerations. University libraries have therefore only been able to develop automated systems either as research projects supported by the British Library Research and Development Department (and formerly through the Office for Scientific and Technical Information) or out of a university's funds for equipment allocated by the University Grants Committee. University libraries were unhappy about this arrangement

and felt that they were entitled to be considered as part of the teaching and research operation and should be able to have access to central computer facilities. SCONUL sought to have the situation reviewed and the criteria adopted by the Computer Board changed. To this end a survey of needs was undertaken and a report written and submitted.¹³ The outcome was only partially successful however, and the only concession was use of spare capacity without permanent commitment on a cost-recovery basis and with the cost of peripheral equipment being met from other sources. This may partially explain the wide diversity of systems and networks that have been installed in the United Kingdom, which is after all a relatively small geographical area. Another aspect of this problem is the compatibility of developments in the associated technology and the need for some measure of national co-ordination in this field. This is too big a matter to discuss effectively here. It must suffice to say that all the professional organisations (ASLIB, the Library Association, the Institute of Information Scientists, the Society of Archivists and SCONUL) have been pressing for the development of machinery to determine national policy and to co-ordinate resources, and this is a continuing pre-occupation by all concerned.

STAFF STATUS AND LEVELS

The problems of status of university library staff have been discussed at IFLA on previous occasions - the meeting last year at Manila being the most recent. We are in fact fortunate in Britain in that all directors of our university libraries have been accorded professorial status and equivalency in most respects and are "ex officio" members of their Senates or equivalent bodies. The situation of academically related library staff is not quite so satisfactory. Both the Association of University Teachers and the Library Association have been active in attempting to secure full equality for library staff on academically related grades with their academic equivalents. A problem has been that while there are nationally agreed salary scales, as university institutions are autonomous terms and conditions of service have not been uniformly adopted. However, minimum terms and conditions have been drawn up by the Library Association in consultation with the Association of University Teachers on behalf of their members, and these are to be found in current use by most institutions. However, they do fall short of the aspirations of their members in some respects (in particular

on such matters as leave and sabbaticals). Matters associated with tenure are also likely to assume importance.

All salaries paid to both academically related staff and non-academic professional and sub-professional staff in universities are on nationally agreed scales. The consultative machinery for academically related library staff is however different to that used for other members of library staff. Discussions are held between the U.G.C. and a Joint Panel representing the Committee of Vice-Chancellors and Principals (the employers' side) and the Association of University Teachers (the union side). The negotiations cover academically related staff salaries and are subsumed in the overall discussions over academic staff salaries nationwide. At a local institutional level there will also be decisions reached about the application of grades. These will be determined by the institution locally responding on the one hand to guidance from the librarian and to pressure from the local AUT branch on the other. The librarian will turn to his librarian colleagues for information as to practice elsewhere and SCONUL's Advisory Committee on Staffing Matters also collects information on practice but takes no part in providing guidance on negotiating standards. The Library Association however is very active in developing standards both in respect of these academically related posts and in the other grades as well. Its recent decision to move towards a graduate profession will certainly have implications for university librarians in their implementation and SCONUL's Advisory Committee on Education and Training has spent time studying these implications.

At the lower end of the staff structure a separate consultative machinery operates, involving both the U.G.C. and the C.V.C.P. but also the National Association of Local Government Officers, which is the relevant workers' union. In other respects however the role of the various organisations is similar. The Library Association has also been involved in discussions over the future training and qualification of sub-professional staff both within its membership and with other bodies like the Business Education Council which has been promoting certain training schemes. All these proposals have been studied by SCONUL's Advisory Committee on Education and Training which has submitted comments to its members.

CONCLUSION

The semi-autonomous nature of our universities in the United Kingdom and the nature and role of the University Grants Committee as the intermediary in the grant awarding process has made necessary a typically British machinery for consultation, influence and compromise. Sometimes there are pleas for a more direct and simple process and sometimes the interest of the many organisations conflict and create further divisiveness. On the whole however, there has been effective interaction.

POST SCRIPT

This paper has necessarily involved a retrospective review, which has not taken account of the turmoil currently confronting British universities at this time. Those familiar with the developments arising out of the cuts government is imposing on all parts of the higher education sector will be only too aware of the possible irrelevance of the standards so far achieved. The following quotations culled from recent issues of the Times Higher Education Supplement may help to provide some insight into the changing environment in which universities and their libraries will have to exist. The professional associations and particularly SCONUL will continue to have a role in determining the best way in which services may be maintained and the interests of university library users adequately catered for.

"Vice-Chancellors were warned (by Dr Edward Parkes, Chairman of the U.G.C.) that whatever happened, the distribution of grants in May would contain more detailed academic advice than ever and recommend the rundown of some departments. But the severity of the guidance would depend on whether the Government had proved flexible on its plans for 1983 and 1984."

(Times Higher Education Supplement 27 March 1981, p.1)

"Lord Annan, Vice-Chancellor of London University ... warned that retrospective legislation to vary the terms of academic contracts might be necessary to enable universities to shed staff."

(Times Higher Education Supplement 27 March 1981. p.1)

"A confidential working party is considering plans to give the University Grants Committee a Royal Charter or even to turn it into a public company to hive it off from the Department of Education and Science."

(Times Higher Education Supplement 3 April 1981. p.1)

"Universities which took in more British students last year (1980) than in the previous year have had this year's grant cut, unless they were given special permission for increasing numbers."

(Times Higher Education Supplement 10 April 1981. p.1)

"Chairmen of the (U.G.C.) subject committees were last week asked by Dr Edward Parkes, Chairman of the U.G.C., to produce a second round of reports going into great detail about which subject areas could be cut and in which universities."

(Times Higher Education Supplement 10 April 1981. p.1)

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IFLA Council 1981

DIVISION: General Research Libraries

SECTION: University and General Research Libraries

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**The role of Professional Associations in the
Development of Academic Library Standards**

by
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The Role of the Professional Associations in the Development of

Academic Library Standards in the United States

by

Beverly P. Lynch

Prepared for the 47th General Council of IFLA, August 17-21, 1981,
Leipzig

University and College librarians are dedicated to the goal of superior libraries which are adequately staffed and supported, and continuously evaluated. Standards for academic libraries establish goals of excellence that are recognized inside and outside the profession and are applied to individual libraries in a realistic fashion. This paper describes the U.S. experience in developing standards for university and college libraries, the common elements in the standards, and the uses to which standards are put. The current standards adopted by the Association of College and Research Libraries, a division of the American Library Association, are appended.

The process by which standards for college and university libraries have been developed in the United States is a careful and meticulous one. The professional association, the Association of College and Research Libraries, a division of the American Library Association, appoints a committee of its members. That committee develops a draft statement of standards which then is circulated widely and discussed among the interested members of the profession

over a period of one to two years. On the basis of the discussion and the review, the committee revises its draft, publishes it, and solicits comments from the profession at large. The committee then develops a final document which is presented formally to the association and is subsequently adopted by it. Every effort is made to write standards so that the profession and those it serves can understand them.

This presentation to the 47th general meeting of IFLA continues the University Libraries and other General Research Libraries Section's interest in standards. Standards were considered at the 35th session in Copenhagen in 1969. Dr. K. W. Humphreys presented a paper at that meeting in which he summarized the various world-wide standards for university libraries.¹ His objective was to find a common base from which international collaboration and agreement on standards would develop. His conclusion was that most of the standards for university libraries prepared in various countries have little or no validity outside the environment in which they were prepared. The discussion following his presentation in Copenhagen supported his conclusion.

From country to country there is general agreement on the elements to be included in a statement of academic library standards. Six elements are the most common: the size of the book collection or the nature of the library's resources, the percentage of the institutions's educational and general budget to be used for

libraries, the seating capacity and other statements relating to facilities, the size and nature of the staff, the services offered by the library, and statements regarding the library's administration. In one or another standard other elements also appear. Examples are statements about the library committee, library hours, networks and inter-library cooperation, non-print resources, library orientation.

Disagreements occur in quantifying minimums. Quantitative standards vary greatly, as do the institutional objectives and the resources available for various academic libraries. It is not easy to agree on quantitative standards for collections, budgets, and staff. The complexities of the university and college structures also inhibit universal consensus. There is agreement, however, that the standards are useful guides for administrators, librarians, and budget officers in determining the means by which the library will fulfill its responsibilities for the support of the institution's instructional and research objectives.

Standards for university and college libraries in the U.S. are used generally for purposes of evaluation. The task of designing a set of standards thus becomes, in broad terms, a task of designing an instrument of evaluation.

Of the some 2,800 institutions of higher education in the United States, about 200 are doctoral-granting research universities.

Standards for University Libraries apply to these institutions. The collections in university libraries include all those materials necessary for direct support of the university's instructional programs at both the graduate and undergraduate levels. The collections also are designed to be comprehensive so as to support the scholarly efforts of the faculty and students. The primary goals of every university library is to offer to those who may be said to constitute the library's primary clientele--the faculty, students, and academic staff--collections of broad scope and depth and specialized and in-depth assistance in the use of the library's resources. The university library strives for that level of self-sufficiency which is essential to the health and vigor of the university and its academic programs.

There are about 1,500 liberal arts colleges and comprehensive colleges and universities in the U.S. Standards for College Libraries apply to these institutions. The libraries in these institutions are expected to meet the full curricular needs of the undergraduate students and to provide for the students' requirements in each field in which the institution offers a master's degree.

There are over 1,000 two-year or junior colleges in the U.S. The libraries in these institutions sometimes are called learning resources centers, reflecting the nature of the collections and the types of services provided. A greater emphasis is placed upon the non-print materials in these libraries than in other academic

libraries. The Guidelines for Two-Year College Learning Resources Centers apply to these libraries.

The standards applied to university and college libraries in the U.S. are developed voluntarily. Once adopted by the association, librarians seek to persuade administrators, budget officers, various accrediting bodies and other agencies of the usefulness of the standards for evaluative purposes.

The first major step in the development of standards for academic libraries in the U.S. occurred in 1928. The Carnegie Corporation of New York commissioned a survey of American college libraries² which described major inadequacies in the book collections of college libraries, in their funding, staffing, and physical facilities. The survey prompted the Carnegie Corporation to award \$1,011,000 to 83 college libraries for the improvement of their book collections. The librarians advising the Carnegie Corporation as to which libraries should receive grants sought but could find no reliable standards for college libraries and no definite or comprehensive statistics on college libraries. So these librarians prepared a set of standards for use by the Corporation which was subsequently published.

Although a number of documents appeared in the professional literature during the 1930s and 1940s containing statements about essential levels of staffing, appropriate classification and pay

scales and the minimums of book collections needed in college libraries, and various regional accrediting associations had developed library standards on their own for accrediting purposes, it was not until 1959 that the ACRL formally adopted a set of standards.⁴ The historical developments leading to the publication of this important statement have been described in detail, as have the assumptions of the committee.⁵ The 1959 standards, being the first comprehensive guide for the evaluation of college libraries, have had wide-spread influence and authority. The standards have been the norm against which all subsequent statements have been measured. A comprehensive and thorough revision of the 1959 statement was adopted by the ACRL in 1975.

The word "standards" is used about half of the time and the debate as to whether the goals for excellence in libraries should be called "standards" or "guidelines" is a continuing one.

The standards adopted by ACRL are enforceable only through persuasion, although from time to time it has been suggested that the association undertake a program of accrediting libraries. Given the process of accreditation as it exists presently in the U.S., it is unlikely that accreditation of academic libraries will ever be a separate activity. It will continue as a component of the accreditation of the total institution. Academic library standards in the U.S. are designed to establish goals of excellence to be applied realistically by others.

Standards may be put to a variety of uses. The oft-quoted sentence from the Standards of South African Public Libraries is applicable to all:

Standards may be interpreted variously as the pattern of an ideal, a model procedure, a measure for appraisal, a stimulus for future development and improvement and as an instrument to assist decision and action not only by librarians themselves but by laymen concerned indirectly with the institutional planning and administration of library services.⁶

The Council of the American Library Association has assigned to its division, the Association of College and Research Libraries, the responsibility for the development of standards. The results of that charge are well known.

The very influential 1959 statement on College Library Standards has been widely accepted. That statement dealt with eight topics: the functions of the college library, structure and government, budget, staff, library collections, building, quality of service and interlibrary cooperation. The statement includes quantitative standards on size of collection (minimum of no fewer than 50,000 volumes), staff (a minimum of three professional librarians and an adequate nonprofessional staff), and budget (the normal minimum of five percent of the total education and general budget).

In 1968 work was begun on a revision of the 1959 document. A complete revision, entitled "Guidelines for College Librarians," was presented to the ACRL membership in 1970. The document was not approved, mainly because of the absence of quantitative standards.

The association continued its work on revising the 1959 statement by appointing another committee in 1973. That committee followed more closely the 1959 document. Its revision, presented in 1975, was adopted.

The 1975 revision of college standards, prepared by a committee of members appointed by the ACRL president, synthesizes and articulates the aggregate experience and judgment of the profession as to the adequacy of library resources, services, and facilities. As in the 1959 document the revision mixes the qualitative and quantitative measurements. Eight topics are considered: Objectives of the library, collections, organization of materials, staff, delivery of services, facilities, administration, and budget.

Three of the standards are accompanied by specific formulas: collections, staff, and facilities. The formula for collections calls for a larger basic collection than does the 1959 statement (85,000 volumes with allowances for additional volumes based on number of full-time equivalent faculty members, numbers of full-time students, numbers and kinds of degree granting programs.) The staff formula is based upon numbers of students and numbers of volumes in

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the library. The statement proposes that the college library's budget be six percent of the college's total education and general budget, up one percent from the 1959 statement.

The committee which prepared the revision recognized the profession's interest in measures of library effectiveness and productivity, the required number and kind of non-print resources and services, and the method of program evaluation. The committee could find no professional consensus in these areas so they were left for future development. The committee recognized the importance of the quantitative measures to college library development and in revision followed the quantitative approach of the 1959 statement.

University librarians in the U.S. have had a long and continuing interest in the preparation of standards for university libraries. The present statement had its origin in 1967 when the Association of College and Research Libraries and the Association of Research Libraries called a meeting on standards. Following that meeting a Joint committee on University Library Standards was appointed in 1968 with the Librarian of the University of Illinois at Urbana-Champaign, Robert B. Downs, as chairman. The committee gathered and published data from 50 leading university libraries on finances, collections, staff, space, public service, administration, and professional school libraries in order to identify current practice and to guide the committee in its deliberations.⁷ The committee

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issued periodic reports and was responsible for several articles in library periodicals.

The committee did not succeed in achieving an acceptable statement of university library standards. Its substantial report, which appeared in 1975, generated much comment from the profession. Although not adopted as a statement on standards, the report resulted in a decision to continue the effort under a new joint committee. That committee, chaired by Eldred R. Smith, the Director of Libraries at the University of Minnesota, produced a document which was adopted in 1978 by ARL and in 1979 by ACRL. It is now the statement on university library standards in the U.S.

The difficulty in preparing an acceptable statement of standards stems from the differing opinion as to the desirability of standards at all, whether a statement of standards should be quantitative or qualitative in its thrust, and a lack of agreement on the definition of a university. Many librarians resist the development of quantitative standards for fear that general measures will be unthinkingly applied. What tends to be a minimal standard for librarians and scholars becomes a sufficient standard for budget officers. For those librarians above any threshold level of minimal adequacy the application of minimum standards might weaken their efforts to continue to provide the services and collections to which their users have become accustomed.⁸

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The draft statement of standards prepared by the Downs committee reflects the influence of the college library standards. Draft recommendations were prepared on resources, personnel, space, finances, public services, and administration. The section on resources, using an adaptation of the Clapp-Jordan formula as its quantitative base, calls for a basic collection of 85,000 volumes, with additional volumes as follows: 100 volumes per FTE faculty member; 15 volumes per student; 350 volumes per field of undergraduate concentration; 6,000 volumes per master's field where no doctorate is offered in that field, 3,000 volumes when the doctorate is offered; and 24,500 volumes per doctoral field. These requirements resemble those in the college library statements.

The section on personnel recommended that the library's professional staff should not exceed one-third of the total staff. The size of staff was considered in relation to student enrollment and flexibility was stressed in that size of staff is affected by such variables as the number of branch libraries and the library's rate of growth.

The committee did not identify a standard for work schedules, although length of work week and work year were discussed.

The section on space reflects the published work of Keyes Metcalf and Ralph Ellsworth.

The Downs committee recommended that the library budget be five percent of the institution's total budget for educational and general purposes, the same standard as was adopted in 1959 for college libraries. It is a simple standard and one that was sometimes applied to university libraries as well as college libraries. The data collected by the Downs committee in the early 1970s found the range among the 50 libraries reporting to be from 1.6 percent to 8.6 percent for total library expenditures in relation to total university expenditures for general and educational purposes. The average was 3.5 and the median 3.6 percent. The problem of developing an acceptable standard on finances becomes readily apparent when reviewing the data. Five percent would be more than adequate for some university libraries and very inadequate for others.

The draft standards prepared by the Downs committee included an important section on public services. While recognizing the difficulties in standardizing public services, the committee proposed that university libraries be open 100 hours a week. The committee arrived at this figure by taking the median number from the schedule of hours reported. It also proposed that a minimum general circulation (home use) of 30 borrowings per year per student and of 40 for general and research circulation are required to demonstrate that the library is a vital institution on campus. Specific recommendations were made about policies for the operation

of departmental libraries.:

- "1. Books and other library materials should be purchased or otherwise acquired through the library's acquisition department, and not by individual departments.
- "2. Materials should be classified, cataloged, bound, or otherwise processed centrally, except certain nonbook materials.
- "3. Books, pamphlets, periodicals, or other publications received and preserved should be recorded in the central library catalog. Exceptions may be made for certain nonbook materials, such as maps, prints, sound recordings, slides, sheet music, and picture collections. Deviations may also be reasonable for the processing of material in non-Western and non-alphabetic languages, and because of local conditions, such as availability of space.
- "4. Every book acquired by the university or any of its departments should be considered a part of the library's collections. This principle applies also to the numerous "bootleg libraries" which have grown up on university campuses during the post World War II period, purchased from foundation and government grant funds to individuals and teaching departments.

- "5. Departmental or college libraries and librarians should belong to the central library organization, and be under the supervision of the chief librarian, who should be responsible for administration of the entire system.
- "6. There should be free interchange of materials among all libraries on a campus.
- "7. In such matters as hours of service, physical facilities, and qualifications of staff, departmental and divisional library standards should be in general conformance with central library practices."

The final section on administration prepared by the Downs committee recommended that every university library be governed by a statement of administrative policy.

The objections to the draft standards prepared by the Downs committee included observations that the proposed standards rewarded large size, encouraged rapid growth, and promoted competition among libraries at a time when many libraries faced serious shortages of space, reduced financial support, and were striving to find ways of fostering cooperation with one another through networking and resource-sharing. Many librarians wanted new ways to measure and evaluate libraries that would ask not how large the library is, but how often the library user secures the needed book.

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The statement prepared by the Smith committee and subsequently adopted excluded minimums. It seeks to recognize the importance of individual library differences and to encourage the evaluation of the library in terms of how well the library serves its primary clientele.

Standards are provided for services, collections, personnel, facilities, administration and governance, and finance. A section is appended on quantitative analytical techniques for the purposes of calculating and comparing collection size.

The statement begins with a section on services. That section is followed by three statements pertaining to collections:

"B.1 A university library's collections shall be of sufficient size and scope to support the university's total instructional needs and to facilitate the university's research programs.

"B.2 A university library's collections shall be developed systematically and consistently within the terms of explicit and detailed policies.

"B.3 A university library's collections shall contain all of the varied forms of recorded information."

The commentary presents the committee's view that no formula has been developed which can be applied generally to all university libraries.

The thrust of the statement is to provide a general framework within which informed judgments can be made according to individual circumstances. The statement, like the college library statement, recognizes that the role and function of the university library are determined largely by the programs of instruction and research of the university itself. The library must support these programs by providing the books, serials and other materials of learning which they require as well as the interpretative and processing services which make the collections manageable and accessible. Unlike the college library standards which set acceptable minimums, the university library standards offer techniques the library may use to determine its own levels of adequacy in relation to a comparison group.

The development of standards of college and university libraries in the U.S. is a process of synthesizing and articulating the aggregate experiences and judgment of the academic library profession. The standards essentially provide a means of assessing the adequacy of college and university libraries. The standards, developed by the profession, are applied voluntarily by librarians and are used by other agencies such as regional accrediting

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associations or state budget officers as they make assessments regarding libraries and the institutions they serve. The standards prepared by the Association of College and Research Libraries are highly regarded, very influential, and widely used. Revision will continue as the profession seeks to accomodate the changing nature of college and university libraries.

Footnotes

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2. William M. Randall, The College Library; a Descriptive Study of the Libraries in Four-Year Liberal Arts Colleges in the United States, Chicago, American Library Association and the University of Chicago Press, 1932.
3. William Warner Bishop, Carnegie Corporation and College Libraries 1929-1938, New York, 1938.
4. "Standards for College Libraries," College & Research Libraries, v. 20 (1959) pp. 274-280.
5. Helen M. Brown, "College Library Standards," Library Trends, v. 21 (Oct. 1972) pp. 204-218.
6. South African Library Association, Sub-Committee on Public Library Standards, Standards for South African Public Libraries, 2d. ed. rev. Potchefstroom, 1968, p. 11.
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8. Richard J. Talbot, "Measurement and Evaluation," The ALA Encyclopedia of Library and Information Services, Chicago, American Library Association, 1980, pp. 12-15.
9. Verner W. Clapp and Robert T. Jordan, "Quantitative Criteria for Adequacy of Academic Library Collections," College & Research Libraries, v. 26 (Sept. 1965) pp. 371-380.

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**Recent Trends in Resource Acquisition in
Australian Academic and Research Libraries**

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RECENT TRENDS IN RESOURCE ACQUISITION IN AUSTRALIAN
ACADEMIC AND RESEARCH LIBRARIES

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The downward trend in library funding and the upward movement in book and periodical costs has been as evident in Australia as in the rest of the world over recent years. Concern at the ability of libraries to meet the continuing expectations of their readers had led naturally to considerations of the appropriate or necessary functions of particular groups of libraries, to proposals for the establishment of resource networks, to discussions on inter-library loan policies, and other such co-operative initiatives. The decision of the IFLA Division of General Research Libraries to discuss the relationship between national and academic libraries in the provision of resources for research is a further indication of the universal concern for these resources, and of some uncertainty about the proper distribution of responsibility.

For some years, and certainly since 1969, Australia has been fortunate in the extent and quality of statistical information about its academic libraries. While the available data is far from perfect, as Borchardt and Thawley (1980) have demonstrated, it is perhaps more reliable and nearer to completeness than that for many, if not for most other countries. In consequence, we believe that it is possible to make some meaningful analysis of the quantitative aspects of the resources of the major Australian libraries, which may provide a useful basis for a more profound examination of their nature, adequacy and availability.

This paper is an attempt to assess the relative success of major Australian libraries to provide the literary resources for research across the nation. In deciding to discount the quantitatively

significant collections that collectively undoubtedly exist in public, school and special libraries, it is not intended to denigrate these library operations. However, in both public and school libraries, there is necessarily a very high degree of duplication across the country, while a high proportion of the titles in these collections is of a popular or relatively elementary character, and unlikely to be of relevance to research workers. Again, to a degree, the stock of public and school libraries is transient; these are indeed, self-renewing libraries or they fail in their commission. On the other hand, special libraries may certainly contain important research resources, but relative to the major academic and national libraries the collections are small, while despite the inter-library loan network, these collections are often relatively inaccessible to the public.

Some preliminary explanation of the nature of the major Australian libraries is perhaps necessary. As a federal country that, until the beginning of the twentieth century, had been a collection of separate British colonies, institutions developed on a state basis. Moreover, the size of the country and its geographical character, have encouraged the relatively independent development of institutions, policies, resources, etc. in the major centres of population which, until quite recent times, coincided entirely with the state capital cities. Thus, each of the six Australian states had, by the early twentieth century, its own university and its own State Library. Not until 1923 was the National Library of Australia formally established in Canberra, while the Australian National University was founded in that city in 1946. The first non-metropolitan university, the University of New England, was not established until 1938, and then for many years it functioned as a university college of the University of Sydney. Table I presents the sequence of the foundations of the universities and State and National Libraries, from which it is clear that there have been two major periods of development, namely through the nineteenth century and up to World War I, and again from 1946 through to 1974. A fuller review of the historical development of Australia's major libraries has been provided by Bryan (1977).

Within the post-World War II period, there has also occurred the establishment of an alternative system of higher education, in the Colleges of Advanced Education (CAEs). The first of these colleges were founded in the late 1960s, many of them growing out of state technical education institutions. In all, some twenty six multi- or mono-discipline colleges were established of widely differing size and, in some respects, character. In 1975 some fifty teachers' colleges, in all states, were incorporated in the CAE system, since when many of them have diversified their courses to some extent. Most recently there has been a number of amalgamations of smaller colleges, and it is clear that further adjustments to the structure of this system will occur with undoubted consequences for college libraries. At the same time the larger colleges, generally identified as the Central Institutes of Technology in the state capital cities, have developed in size and in the scope of educational offerings to the point of comparability with at least the middle bracket of universities. The result is something of a continuum within the system of higher education which is reflected in the nature and quality of academic libraries.

Since 1970, academic library statistics have been published annually as a supplement to Australian Academic and Research Libraries. In 1980 these data were converted to machine-readable form and compiled as a data file by one of the present authors (Brockman). This file has been used for the analyses that follow. Data for the National Library of Australia has been taken from that library's annual reports, which it must be noted are for financial years. Data for State Libraries have been extracted from the annual reviews of library resources that appeared since 1971 in the Work of AACOBS, and from official State Handbooks.

TABLE I

Foundation years of Australian Universities, State and National Libraries, or their precursor institutions

1826	State Library of New South Wales
1850	University of Sydney
1853	State Library of Victoria
1853	University of Melbourne
1870	State Library of Tasmania
1874	University of Adelaide
1884	State Library of South Australia
1887	State Library of Western Australia
1890	University of Tasmania
1896	State Library of Queensland
1909	University of Queensland
1911	University of Western Australia
1923	National Library of Australia
1938	University of New England
1946	Australian National University
1948	University of New South Wales
1951	University of Newcastle
1958	Monash University
1961	James Cook University of North Queensland
1962	University of Wollongong
1963	Flinders University
1964	La Trobe University
1971	Griffith University
1973	Murdoch University
1974	Deakin University

Although this paper is concerned with the relatively recent trends in library development broadly from 1969 to 1979, it is perhaps helpful to look briefly at an earlier time. Bryan has identified 1933-34 as a watershed in Australian library history, and some data for that time is available from the national survey of libraries conducted by Munn and Pitt (1935). At the time of that survey there was one university and a state reference library in each of the six state capital cities, with the National Library in Canberra. The collections for these libraries as reported by Munn and Pitt are shown in Table II.

TABLE II

Collections of University, State and National
Libraries, 1933

State	Number of volumes	
	University Library	State Library
New South Wales	233,000	459,726
Victoria	90,000	517,223
Queensland	40,000	37,004
South Australia	95,000	166,163
Western Australia	39,640	167,585
Tasmania	29,830	35,000
Australian Capital Territory	-	107,587
Total	527,470	1,490,288

The data collated by Bryan (1977) show that this dominance of the State Reference Libraries continued until well after the Second World War although from that time the university libraries were steadily reducing the gap. However, it was not until 1962 that book resources of the combined university libraries, which had now grown to fourteen in number, attained the combined strengths of the State and National Libraries. From that time the university libraries forged ahead (Table II).

TABLE III

Collections of University, State and National
Libraries, 1962 & 1968

	Number of volumes	
	University Libraries	State and National Libraries
1962	2,790,000	2,809,000
1968	5,247,000	3,482,000

By 1968 there were fifteen university libraries, and subsequently a further three have been established.

The Colleges of Advanced Education form a heterogeneous group of institutions. However, three major sub-groupings may be identified. Of the original twenty six Colleges established in the late 1960s, fifteen have been included in this study on the bases of the range of courses offered and relative size of enrollments and, latterly, of library collections.

This group comprises the following Colleges arranged by states, for all of which data is available from 1969:

New South Wales	N.S.W. Institute of Technology (Sydney)
Victoria	Royal Melbourne Institute of Technology Swinburne College of Technology (Melbourne) Caulfield Institute of Technology (Melbourne) Bendigo Institute of Technology Ballarat College of Advanced Education Prahran College of Advanced Education (Melbourne) Preston Institute of Technology (Melbourne) Warrnambool Institute of Advanced Education
Queensland	Queensland Institute of Technology (Brisbane) Darling Downs Institute of Technology (Toowoomba)
South Australia	South Australian Institute of Technology (Adelaide)
Western Australia	Western Australian Institute of Technology (Perth)
Australian Capital Territory	Canberra College of Advanced Education

A second group of colleges may be identified as smaller, mono-discipline and/or country colleges which generally have library collections of much less significance in a national context.

The third group of colleges comprises those former teacher training colleges that were reformed as Colleges of Advanced Education in the mid-1970s. For the most part these colleges still concentrate on teacher training and their libraries in consequence are strong in the literature of education but relatively weak in other fields. It is this group of colleges that has been

the subject of much political debate in the past few years, and in which significant changes have occurred or are likely to occur. In a paper presented to the post-conference sessions at the 1981 joint conference of the Library Associations of Australia and New Zealand held in Christchurch, Immonen (1981) reported on a recent study of collection overlap between the State Library, University libraries, Institute of Technology Library and the libraries of the four Colleges of Advanced Education in Western Australia. In this study it has been found that the unique holdings of the latter four libraries range between 14% and 21% of their collections, while at the other end of the spectrum, the State Library non-fiction collection scored 60.7% uniqueness and the University of W.A. Library 54.4%. While this analysis does not imply that the smaller colleges have no holdings of research significance, it does indicate that, when taken in conjunction with the relatively considerably smaller total size of their collections, these libraries do not make a major contribution to the research resources of the country. No specific information is available for similar colleges in other states, but it seems reasonable to assume that a comparable situation will exist across the country.

Nevertheless, it should be noted that in 1979 the collections of College of Advanced Education libraries contained 6,755,000 volumes of which only 1,955,000 were in the fourteen libraries used in the present study. Even admitting the arguments above, it must be evident that in aggregate there is a sizeable library resource within the college sector, while it seems reasonably certain that some of the colleges excluded from consideration in this paper will attain a more extensive educational role and in consequence develop library collections of greater depth and wider relevance.

There is no question but that the gross resources of Australian academic and research libraries have increased dramatically in the thirty or so years since the Second World War. Two independent factors have contributed to this growth, namely an increase in

acquisition capability in specific libraries, and the establishment of a large number of new libraries within academic institutions. Fig. 1 shows the collection growth of the six foundation state university libraries between 1948 and 1979, and clearly indicates the acceleration that occurred through the 1950s and 1960s. Of equal interest however is the evidence of steady growth through the 1970s.

Focusing attention on the period for which the most reliable data is available, namely 1969-79, the picture (Fig. 2) is again of steady growth in the aggregate holdings of Australian academic and research libraries from 9,067,000 in 1969 to 21,765,000 in 1979. Individual libraries do not, of course, all conform to this simple linear pattern, although certain important libraries do. Thus the National Library of Australia seems set on a course of regular annual accessions of close to 100,000 volumes.

An examination of the growth curves of the three groups of libraries within this study, namely the universities, the colleges and the State and National Library, reveals some differences, see Fig. 3. The corresponding annual growth expressed as a percentage of collection sizes appears in Fig. 4. The universities have maintained a very even growth while the colleges enjoyed a significant boost in the mid-seventies at a time when the State Libraries suffered some slow down in acquisitions. However, from 1977-79 the State Libraries clearly recovered some impetus.

The picture of Australian research libraries in the 1930s was essentially that of the State Libraries, although it must be observed that those of Queensland and Tasmania were, resource-wise, insignificant. By the 1960s the university libraries had become first, as important, and then, progressively more significant in terms of resources for research. Through the 1970s the situation has again changed, gradually, but perhaps also significantly. Fig. 5 exhibits the resources of the major library groups as a percentage of the total Australian holdings, from which a number of conclusions can be drawn. Firstly, the universities have

continued to grow in importance, but at nothing like the relative rate that they achieved during the previous twenty years. To their 58% of resources, they added some 4% during the decade. But through this period, the fourteen colleges have emerged as a discernable resource, increasing from a mere 2% of national holdings in 1969 to some 10% in 1979, and lifting the combined contribution of academic libraries to 72%. The consequential impact on the State and National Libraries has been a decline, from 28% to 19% for the former and from 11% to 9% for the latter.

In a country of the geographical and political character of Australia, it is inevitable that statistics will be used to compare one state with another, or to underline the disadvantages, real or imagined, of those areas that are seen as remote from the major centres of action or wealth. In its progress towards a national identity, Australia has also created a national capital, Canberra, apart from the major population, economic and political centres of activity in each of the state capitals.

Australians exhibit a strong love-hate relationship with their national capital, pride in its very achievement, but jealousy for the share of national wealth thought to be invested there. These sentiments are as true among librarians and academics as among businessmen and politicians.

Table IV compares the library resources of each of the six states plus the Australian Capital Territory as a percentage of the national resource, for the years 1933 and 1969 to 1979.

TABLE IV

Distribution of Library Resources by States as a percentage of National Resources 1933-1979

Year	ACT	NSW	QLD	SA	VIC	WA	TAS
1933 ^(a)	5.4	34.3	3.8	12.9	30.1	10.3	3.2
1969	16.31	32.04	10.33	10.58	20.24	7.19	3.31
1970	16.91	32.24	9.98	10.38	19.86	7.34	3.40
1971	16.71	33.37	9.88	10.62	19.18	7.01	3.23
1972	15.59	34.36	9.48	11.46	19.28	6.84	3.00
1973	15.30	34.72	9.29	10.58	20.30	6.93	2.87
1974	15.76	34.20	9.46	10.33	20.21	7.23	2.81
1975	15.68	33.75	9.25	10.64	20.27	7.61	2.79
1976	15.46	33.56	9.56	10.49	20.01	7.95	2.96
1977	15.17	33.21	9.88	10.42	20.35	8.07	2.91
1978	14.86	33.13	10.02	10.54	20.44	8.13	2.88
1979	14.85	32.57	10.11	10.96	20.59	8.12	2.80
(a) Taken from Munn and Pitt (1955)							

Between 1933 and 1969 there were already major relative shifts in library resources into Canberra and also Queensland, which latter had obviously been a very deprived area previously, and mainly at the expense of Victoria. However, between 1969 and 1979 the changes have been relatively minor, though steady. Canberra, that is the National Library, the Australian National University and the Canberra College of Advanced Education, has lost ground, as has Tasmania, whilst Victoria, South Australia and especially Western Australia, have made some relative gains. Queensland, after an initial slump, appears to be making a recovery.

However, library resources should, presumably, bear some relation to need, and needs should, if anything be related to population. It is well known that Australia's population is very unevenly spread. Not only is the population heavily concentrated in the capital cities, all of which are on the coast, with the single exception of Canberra, but the states of NSW and Victoria, with

the two major cities of Sydney and Melbourne, together account for over 60% of the total population. The distribution of population between the states and the Capital Territory for the years 1933, 1966 and 1979 is presented in Table V.

TABLE V

Distribution of Australian Population by States
as percent of total population

Year	ACT	NSW	QLD	SA	VIC	WA	TAS	NT
	%	%	%	%	%	%	%	%
1933	—*	39	14	9	27	7	3	1
1966	1	37	14	9	28	7	3	1
1979	2	35	15	9	27	9	3	1
* Population of ACT under 1% in 1933								

Table VI shows, for the same years, the distribution of the resources of the major academic and research libraries in terms of volumes per head of population.

TABLE VI

Volumes per head of population

Year	ACT	NSW	QLD	SA	VIC	WA	TAS
	%	%	%	%	%	%	%
1933	—	0.92	0.28	1.55	1.18	1.57	1.00
1966/69	16.31	0.86	0.74	1.17	0.72	1.03	1.11
1979	7.4	0.93	0.74	1.22	0.76	0.90	0.93

From these tables above it is clear that library resources are far from evenly distributed between the major centres of population. It is clearly confirmed that the inhabitants of Canberra have access to a much greater library resource per head of population than do any other Australians, although over the past ten years

their advantage has been reduced relatively. The ranking of the states behind Canberra is perhaps not that which most Australians would instinctively have expected, and Victoria, the second most populous state and widely regarded as the centre of Australia's establishment and business activity, ranks last but one.

The bare statistics of collection size and growth may be a fair indication of the national effort to provide library resources. However, the overall figures mask rather than reveal the effectiveness of these resources, especially in relation to the needs for research. In a country or region as extensive as Australia, even though it enjoys the advantages of a common language and a unified political organisation, the accessibility of library resources is significantly influenced by geography. Travel is both expensive and time consuming and few students or scholars are able to work in libraries other than those in their own city. The situation is the more difficult in the remoter parts of the country, but even Sydney, Canberra and Melbourne are too far apart to permit the routine personal use of library resources in other than the home city. Inter-library loan arrangements are especially important for this reason, but nevertheless a measure of duplication of resources must undoubtedly occur and be necessary because of the distance factor. Any assessment of the qualitative wealth of the national library resource must therefore take some account of this duplication of resources between major centres. In Australia it hardly seems necessary to argue that the concentration of major library resources in Sydney, Melbourne and Canberra, let alone in the National Library exclusively, is not a satisfactory solution to the research needs of the community at large.

It is clear from this analysis of library collection statistics for Australia that the major part of the resources are firmly established in the academic libraries. It is also clear that the pressures from population, politics and presumably also librarians, are continuing to support a shift of emphasis towards

academic libraries and also, to a lesser and an uneven extent, are beginning to adjust the geographical distribution of resources to follow the population. There is however, no real evidence of a recognition of the disabilities imposed by remoteness on those who require library resources for research.

If an analysis of historical trends has any meaning for future practice, then this study would suggest that in a community comparable with Australia, the future of library resources for academic research is with the academic libraries. It may also suggest that centralised resources are not adequately available to counter the demand for resources at the point of need.

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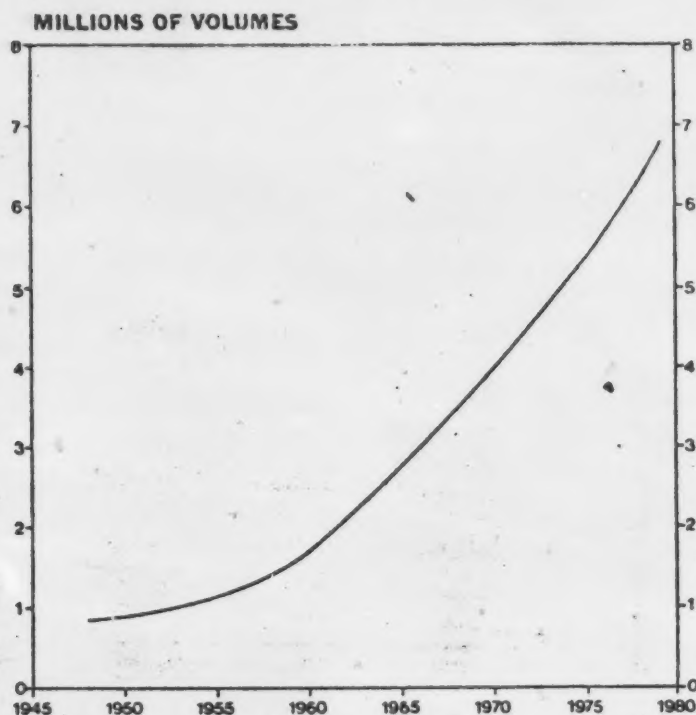
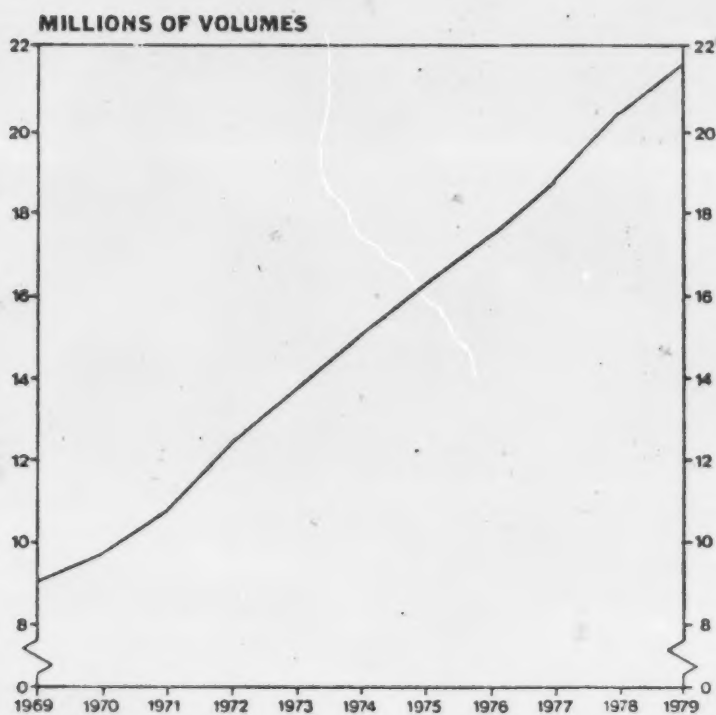


Fig. 1 - Aggregate library holdings of the six state foundation universities, 1948-1979.



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Fig. 2 - Aggregate holdings of Australian academic and research libraries, 1969-1979.

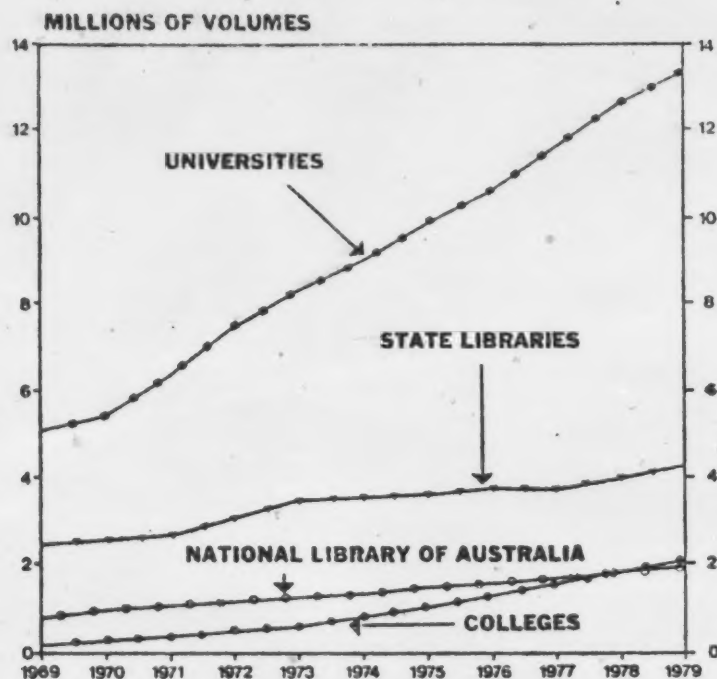


Fig. 3 - Holdings of Australian academic and research libraries, by group, 1969-1979.

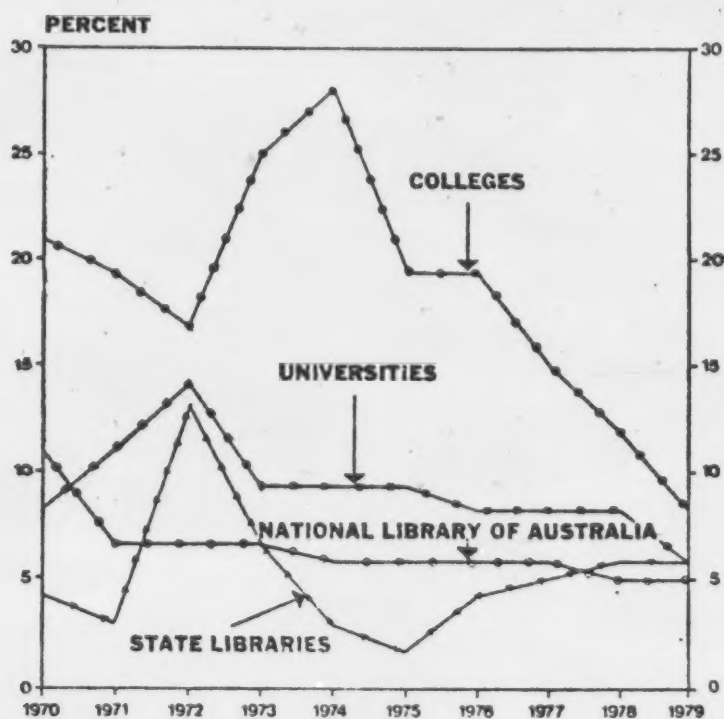


Fig. 4 - Annual percentage growth of holdings of Australian academic and research libraries, by group, 1970-1979.

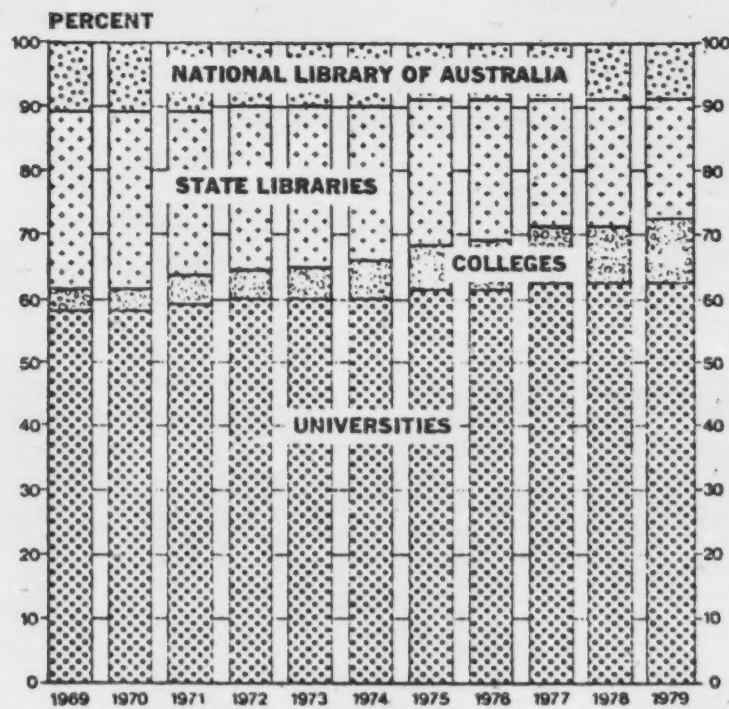


Fig. 5 - Resources of major library groups as a percentage of total Australian holdings, 1969-1979.

**Effective Supply of literature and Information
for Study and Research by Uniformly Directed
and Planned University Libraries and Libraries
of other Higher-Educational Institutions**

by
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The decision of March 18, 1980 taken by the Political Bureau of the Central Committee of the Socialist Unity Party in preparation of the Vth Conference on Higher Education and intitled "Tasks of the Institutions of Higher Education within the Advanced Socialist Society" was a further milestone of socialist higher-educational policy in the GDR.

That Decision as well as the Vth Conference on Higher Education underlined the important part played by scientific information and documentation for increased effectiveness of research and the tasks of the university and college libraries in that process as well as in socialist education, in initial and further training, in intellectual-cultural life, in the promotion of scientific and technological knowledge and in support of scientific work.

In the GDR there are 7 university libraries which, together with the two central scientific libraries: the Deutsche Staatsbibliothek (German State Library), Berlin and the Deutsche Bücherei (German Library), Leipzig, as well as the Sächsische Landesbibliothek (Saxon Regional Library), Dresden and the Research Library, Gotha, furthermore the ten libraries of colleges and the three libraries of medical academies as well as the nine libraries of the new colleges for engineering, established in 1969/70, form the network of scientific libraries within the authority of the Ministry of Higher Education.

University libraries in the GDR are the libraries of

- Ernst-Moritz-Arndt-University, Greifswald (Greifswald University Library),
- Friedrich-Schiller-University, Jena (Jena University Library),
- Humboldt-University, Berlin (Berlin University Library),
- Karl-Marx-University, Leipzig (Leipzig University Library),

- Martin Luther-University, Halle-Wittenberg (Halle University and Regional Library),
- Wilhelm-Pieck-University, Rostock (Rostock University Library) and
- Technical University, Dresden (Dresden Technical University Library).

They are, as a rule, of universal character and, because of their historic development as libraries of mostly old, traditional universities, also possess rich collections of medieval European and oriental manuscripts, valuable, incunabula and literary bequests together with numerous autographs and portraits as well as a great many special collections.

By means of college and faculty libraries as well as foundations and legacies the basis was frequently laid for more or less systematically developed into comprehensive holdings of millions of objects.

The university libraries were, in the course of their long history, headed by great scholars who, however administered the libraries usually only along with their teaching assignment until about late in the 19th century the full-time administration of the university libraries slowly became the rule.

Apart from these central institutions there developed, during the second half of the 19th century and in the course of the 20th century, - due to the specialization of science and the simultaneous integration of the individual sciences, - independent institute, seminar, clinic and, in some parts faculty libraries of different sizes with the character of special research libraries without any coordination in acquisition and cataloguing with the university library. whereas the administration of the seminar, clinic and faculty libraries was the obligation of the university, the university libraries were directly subordinated to the relevant ministry.

The precursors of the college libraries partly originated as early as the 18th century, above all, however, during the 19th century through the evolvement of scientific educational institutes for technological, economic and artistic disciplines; these college libraries obtained their new status mainly after 1950. In 1962 the unity of central college libraries on the one hand and of institute and faculty libraries on the other hand was stipulated whereby centrally directed and coordinated library systems were established at the colleges. On the basis of the Library Regulation of the GDR, dated May 31, 1968, the university libraries collect, process and provide scientific literature for teaching and research as well as for the education and training of students. They are important storing centres within the regional and transregional areas and contribute to the development of research collections within the framework of the "Subject Specialization Plan of the Scientific Libraries of the GDR".

As a result of the socialist policy of higher education, the university libraries were reorganized and charged with new leading tasks through the Order Nr. 22/69 issued by the Ministry of Higher Education on August 15, 1969, under the headline "Position, Tasks and Practice of the Library and Scientific Information Services at Universities and Colleges": The scientific libraries of a university form an integrated institution consisting of the central library and its branches, i. e. the libraries attached to the sections, clinics, institutes and other scientific institutions of the university.

Thereby the entire library services of the university were integrated into the process of education and training of students and post-graduates as well as of research.

The university libraries are, however, not only institutions of their universities, but at the same time part and parcel of the GDR's library system.

Nowadays the seven university libraries in the GDR with their 178 branches in the sections and scientific institutions, as

well as a medical central library and 79 branches in clinics and medical-theoretical institutes contain some 18 million units of holdings. Thereby they are the same time an essential component part of the scientific library potential of the GDR. They cater for some 150, 000 users per year with more than 2.5 million borrowings.

The new structure has created favourable conditions for the optimal utilization of the already existing staff, material and financial capacities and funds and it put an end to the ineffective dissipation of the libraries' potential.

We must, however, state the fact that the former section, clinic and institution libraries were, as a rule, managed only by library assistants or junior library assistants, frequently, however by untrained graduates on the side, that consequently a multitude of accession registers as well as of alphabetical and subject catalogues existed.

The stipulation of the responsibility of the director of the university library for planning and managing the entire library system including the central institutions of scientific information of the university led to numerous necessary changes in the acquisition, cataloguing and supply of the holdings of the central library and its branches. It also resulted in the centralization of the bibliographical activities, the carrying out of the national and international exchange of publications, the inter-library lending service as well as the guidance, control, coordination and organization in the field of scientific information in cooperation with the sections.

In order to fulfil these tasks the director of the university library is, as a rule, assisted by three deputies who are responsible for guiding and controlling the work of the central library, of the branches as well as for the scientific information.

The increased effectiveness of work connected with the centralized management and planning in the deployment of the personnel and the budgetary funds, led to structural changes within the central library.

For the sake of rationalizing processing, processing departments have been set up combining all activities dealing with acquisition and alphabetical cataloguing. As a result of the inclusion of the branches methods of completely centralized or partly centralized processing could be applied to foreign literature only. Apart from raising the effectiveness by means of measures of structural intensification, there have been efforts to make use of modern technology, e. g. in duplicating title cards, in the supply of literature and information, through loan control system by means of electronic data processing, where comprehensive experience has already been gathered in the Dresden Technical University Library and the Leipzig University Library which will facilitate the successive introduction to the other university libraries. In this connection effective reprography centres with various kinds of copying processes (production of microfilm, microfiches and xerocopies) for the supply of literature and information as well as for safety filming are under construction.

The part played by the subject specialists of the university library has changed in quality. As heads or scientific advisers of the branches they maintain close relations with the staff of the institutions in which the branches operate, in order to coordinate with them both qualitatively and quantitatively the acquisitions of the central library and the branches to provide teachers and researchers with scientific literature including the location of books and, above all, periodicals and the provision of students with textbooks and other material. At the same time they are responsible for the harmonization of the main subject catalogue and the subject catalogues in the branches, unless the branches have yet to start organizing subject catalogues. This need frequently arises from the already mentioned problem of staffing the branches which is gradually overcome after the taking over of the sectional libraries by the university library by means of a coordinated staff-developing programme within the framework of adult training.

The responsibility of the director of the university library in the field of scientific information has led to the establishment of a new department for scientific information at the university library which is in charge of managing, planning, coordinating and controlling all information tasks of the university.

From the role of scientific information within the division of labour in the organized scientific process there arises, through the organization of mutual cooperation between research and information, an additional contribution made by the university library toward increasing scientific achievements.

This means in practice, for instance:

- the organizing of information activities at the university,
- elaboration and adaption of integrated methods for abstracting and storing,
- the methodic-organizational guidance, coordination and control of subject information officers and information officers in the sections,
- the organization of cooperation relations with other information services to safeguard the provision of scientists with information.

In addition, the department for scientific information is responsible for elaborating general means of information, such as the annual "Bibliography of Scientific Publications of the University" and the annual "Bibliography of the Dissertations and Diploma Papers", various "lists of new acquisitions" and the annually-published "Catalogue of Collections of Textbooks". This department organizes and cooperates in further training courses dealing with scientific information and is responsible for organizing users' training at the university. On the basis of the "Directive Rule for Users' Training at the Universities, Colleges and Medical

Academies within the Scope of the Ministry of Higher Education" of December 22, 1977, great attention has, since 1978, been paid to introducing the students to the use of libraries and information. By means of the systematic and qualified introduction into the ways and means of library and information activities, organized within the framework of the users' training, the students are to enable to make comprehensive use of the information offered by libraries and information institutions. In addition the students are to be made familiar with the methods and procedures developed within information work for rationalizing their studies and their subsequent practical work. For this purpose the users' training is organized within two stages.

In cooperation with the teaching staff a start was made with the first stage of users' training by promoting in lectures and introductory tours of the libraries, general knowledge on the use of libraries and developing information-retrieval skills. Likewise in some libraries courses for the specialized users' training were organized for students in their 3d year of studies in connection with the preparation of their diploma papers. For various disciplines special guidelines have been worked out which make the students acquainted with the facilities for obtaining information in their discipline.

Over and beyond their own requirements, the university libraries take part, to a considerable degree, in the initial and further training of all groups of the librarian profession. They train, on the one hand, within the framework of socialist vocational training, library personnel for learned libraries and special research libraries while, on the other hand, some of them are centres on regional adult training for library personnel also for public libraries and trade union libraries. Within the framework of these two-year courses, personnel for libraries of all types of upkeep are trained.

In cooperation with the technical colleges they cooperate by means of short information-retrieval courses as well as

through professional practical courses during the 3d year of studies in technical college training. By way of practical courses for students of the University Institute for Library Science and Scientific Information they also participate in educating academically trained librarians.

In the university libraries themselves regular courses are offered for the promotion and deepening of socio-political knowledge, e. g. at the Schools of Socialist Labour run by the local branches of the "Science" Trade Union within the Confederation of Free German Trade Unions. Special courses, such as those on alphabetical cataloguing in connection with the introduction of the new rule for alphabetical cataloguing include all professional groups and are also open to librarians of the territory.

Through these differentiated, centrally-organized measures of qualification, essential conditions have been established for an effective provision of literature and information. The co-responsibility of the university libraries for the process of socialist education results in continuous endeavours for improving the students' provision with textbooks and other material as well as with belles-lettres for the sake of aesthetic education and relaxation. All university libraries contain comprehensive central collections of textbooks or collections of special subject textbooks in the branches as well as in the partly existing textbook collections or collections of belleslettres within the students' hostels some of which are managed by the students themselves.

The university libraries are, beyond the university scene, also regionally effective. With the exception of the Greifswald University Library and the Dresden Technical University Library, the university libraries are regional centres in the inter-library lending network and cover in their regional union catalogues the library holdings of their regional area (according to the Interlending Regulations of November 17, 1975). In addition they also act as regional centres within the international loan services.

The effectiveness of the university libraries in their territories has, through the regional cooperation with the network of public libraries and close cooperation with the special research libraries, been greatly enhanced, since, among other causes, the branches, being special research libraries with partly large stocks of special literature, occupy an important position within the special research networks. Mainly through their connection with the special research networks new and improved conditions emerge for the provision of literature and information, e. g. by means of the lending services within the special research network and the coordination and cooperation in the field of information and documentation.

Apart from the tasks of the university libraries within the process of education and training, science and research there emerge as a result of the existence of the already-mentioned holdings of manuscripts and incunabula as well as of rare art prints and the rich stocks dealing with the historic and social development of the territories concerned, on the history of the individual scientific disciplines as well as of the revolutionary workers' movement, particular obligations to cultivate and preserve, explore and propagate these testimonies of the rich national cultural traditions as well as of the humanist and progressive achievements of the international cultural heritage. The propagation of these collections is realized by means of description, cataloguing and publishing as printed catalogues as well as through the cooperation in central scientific research projects, and their presentation at exhibitions and in lectures.

The propagation of holdings of the cultural and revolutionary heritage is part and parcel of the scientific publishing activities of the university libraries which report on the results of their work also in subject journals and publish the research results gained by their staff in special series of brochures, as far as they refer to problems of scientific information and documentation or library science. From the

multitude of the scientific disciplines represented by the subject specialists numerous contacts result between the university libraries and national as well as international scientific bodies.

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DIVISION: General Research Libraries

SECTION: University Libraries

106/UM/5E

Standards for University Libraries

by
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STANDARDS FOR UNIVERSITY LIBRARIES

K. W. Humphreys

The President of this Section asked me to prepare a short introduction to this Session after I had read the papers submitted. As I received one of the papers only in the middle of July it was impossible to let anyone have this in advance.

In general, standards prepared in many countries by university librarians have had as their most important aim the persuasion of their authorities that their libraries are in need of greater support. Ms. Lynch and Mr. Loveday in their papers have been able to show that library associations have had considerable influence in improving the state of libraries by means of such standards.

It must be admitted, however, that the progress which has been made occurred during a period of rapid growth in support for higher education in industrial and in some developing countries. It could perhaps be argued that these improvements would have taken place even without the pressures from librarians. Mr. Loveday ends by pointing out to us that 'the curfew tolls the knell of passing day' that is that the great days of expansion and financial boom are over at least for a time.

It will no longer be possible to excite the interest of the authorities with claims that the size of the library should be two instead of one million volumes and that only 5,000 periodical subscriptions are taken out when they should number 10,000. Similarly we shall be fortunate if our staff complement is not reduced. The whispers of self-renewing or zero growth libraries are now raised to a shout; extensions to existing buildings will be difficult to obtain and new buildings will become a rarity. We may be glad to be offered a disused church, chapel or cinema for storage.

The idea therefore of standards which were fashionable a few years ago indicating quantitative scales of provision relevant to student numbers, subject coverage, research projects or local commitments must pass away.

It has been pointed out that these quantitative standards may be shown to be only the input to a system and that in order to assess the quantity or even the quality of the input (book stock, staff etc.) it is necessary to consider the requirements of the output. I do not take easily to some of the library jargon so that I should express this in clear and simple English. It is no use building up an enormous library with a vast staff if student and academic needs at present and in the foreseeable future could be satisfied with half the books serviced by half the staff numbers. Size is not necessarily a criterion and we must look elsewhere for standards which can be used to justify existing expenditure.

Twelve years ago at the Copenhagen meeting of IFLA I read a paper on standards in which I attempted to find basic criteria among the standards issued by a number of countries and came to the reluctant conclusion that there were none which could be used at an international level. In an issue of Library Trends in 1972 on Standards, Dr. Löhmann criticised me for my pessimism -- but he was dealing with international standards for all types of libraries like ISBN, ISBD, ISSN, MARC format and so on. However, I did suggest that it might be possible to establish certain types of standards when 'we have the results of operational research and surveys of library services'. Perhaps we are approaching this situation and someone might next year attempt to point the way to a new system which could be applicable to university libraries throughout the world.

Of course you are all, I am sure, ready to jump up to point out that the standards most recently accepted by the Association of Research Libraries and the Association of College and Research Libraries do not attempt to provide qualitative criteria. Instead their standards consist of statements on what may be considered to be the most professional situations for university libraries. I refer briefly only to:

- A.2. a university library shall maintain records of its collections
- A.3. a university library shall provide maximum access to its collections
- C.1. a university library shall have a sufficient number and variety of personnel

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D.2. university libraries shall be so located that the university community will have convenient access to them.

It occurs to me that a series of statements of this kind could be important for university libraries in some countries -- both developed and developing. To mention only two examples -- the university librarian should be a professional or experienced librarian and not a professor as is the case in Japan, or the library services in a university should be centralized -- as opposed to the almost total decentralization in a country like Italy. I have no doubt that you can suggest other factors which affect the satisfactory operation of a university library or the libraries of a university.

Mr. Withers in his Unesco study Standards for Library Services: An International Survey, prints some modern standards including those for 'Libraries in universities and colleges'. Perhaps someone here would be prepared to study and develop these as a contribution by this Section to the improvement of the quality of university libraries throughout the world.

It will, I hope, be clear that I have sacrificed a great deal of detailed discussion, including even that of the meaning of the word standards, in order to offer a very brief outline of the problem with some suggestions for the future.

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IFLA Council 1981

DIVISION: General Research Libraries

SECTION:

107/GEKR/4E

**Role of the University Library in the National Library
System and Interlibrary Cooperation**

by

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ROLE OF THE UNIVERSITY LIBRARY IN THE NATIONAL LIBRARY
SYSTEM AND INTERLIBRARY COOPERATION

The characteristic feature of our epoch is the dependence of social development on the pace of scientific and technical progress and it is for this reason that the ever growing role of higher education acquires still greater importance. Universities are called upon to play the leading role in higher education. For many centuries the major universities of different countries were centres of progressive science and Culture. They trained specialists in different branches of science; promoted the spreading of literacy among the population and were centres of the struggle against ignorance and religious prejudice. As a rule the universities and their libraries were founded well nigh simultaneously. Taking one of the oldest libraries of a higher educational institution, the library of the Moscow University as an example, we will attempt to reveal some general natural features of development of university libraries and their activity. In the beginning the collection of the University library mainly consisted of books that were donated by eminent scholars, members of scientific societies, statesmen or graduates of the University and the number of books in it was small. In the first decades of its existence of the library was replenished not only by gifts, the main source of acquisition was the university printing-shop for one copy of all the publications it put out was handed over to the library free of charge. It should be mentioned here that many of the oldest university libraries were, as a rule, public libraries. Thus the library of the Moscow University up to the time, when

the library attached to the Kunikantser Museum (now, the State Lenin Library) was opened, that is during^a century, performed the duties of a public library in Moscow. But at the same time students frequently had no access to the collections of fundamental collections of universities and were served only by faculty or seminary libraries, which were made up of books bought on the students' money. Only members of the faculty could borrow books. After the Great October Socialist Revolution qualitative and quantitative changes took place both in the high school and in the libraries of higher educational institutions. Libraries of these institutions, the task of which is to support the learning process, the research and ideological work of the institution play a role of no small importance in the education of specialists. The structure of libraries of institutions of higher learning, including those of universities, underwent great changes. And if before, the libraries in the university were disunited and acquired books separately, which led to a limited use of the collections, then today the library of the university (in keeping with the model statutes) represents a centralized system, which includes the fundamental library, faculty libraries, educational library, dormitory library, etc. Today the Research Library of the Moscow State University is one of the largest libraries in the country: its collection runs to about 6 mill. volumes and in 53 reading halls it serves over 55 thous. readers, who visit the library 5 mill. times a year.

The Library is headed by the director, who is subordinate to the rector. The entire staff of the library is subordinate to the director. The director manages the library and is in charge of the estimate of expenditures. The vice-directors, the secretary of the directorate, heads of departments, the council of

the directorate and social organizations also take part in the management of the library and its staff. Methodological guidance of work of the library departments is accomplished by a special department of the library.

The most important feature of university education is the profundity of scientific training. And it is by this factor that the character of acquisition of collections of university libraries is determined. The majority of university libraries receive a deposit copy of all publications pertaining to the subject specialization of the university, owing to which they occupy a special place among other libraries. The collections include scientific monographic literature on adjacent sciences, periodicals, reference works, serials, departmental publications, publications of information bodies, etc., and this with sufficient fullness satisfies the demands of the readers of the university. The library accomplishes centralized acquisition and the processing of literature. The basis for acquisition of collections is provided by curricula, academic programmes and topics of research work. Acquisition is accomplished in contact with the professorial staff of the university on the basis of the thematic acquisition plan and special files of book provision. The remarkable feature of acquisition of collections of university libraries is that in the support of the learning process, literature is selected in such a way that practically every student is fully provided with books on social and political disciplines and on the overwhelming majority of the subject courses. In its work the university library receives assistance from library councils, which take part in the centralized acquisition of literature, the editing of classification schemes, the guiding of students in library work during the summer vacations. They help to solve problems of the scientific and organizational work of university libraries in

many other ways too.

The complex structure of the contemporary university and the existence of different categories of readers make it necessary to build the reader's service on a differentiated basis according to the categories of readers, branches of knowledge and types of literature. Many libraries have in their structure special lending departments of educational literature and reading halls for senior students and first-year students. For example, the Library of the Moscow University has three Sections of academic literature, which provide students of all the 17 faculties with textbooks and other instructional aids. It has become a tradition to provide students with sets of instructional literature before the beginning of the new academic year or semester. The learning process and research work of the university are also supported by the library departments on the faculties, which have collections containing from 100 to 400 thous. volumes, catalogues, bibliographical files, reference units, which work in the dialog mode, loan points and reading rooms. The library teaches the student to work with the book and with this aim in view it uses topical book displays; indexes of literature, published by the library especially for this purpose; organizes theoretical and practical courses of fundamentals of librarianship for students such as the "Introduction to the profession". The library also works with senior students and members of students' research societies; it organizes lessons dealing with special bibliography, prepares such methodological recommendations as "How to make up a list of references for a course or diploma work", "Advice to the student, writing a diploma work", etc. Open access to book shelves, which is practised in many institutes and universities, is also of great help to the students. In the Research Library of the MSU it consists of about 400 thous. volumes.

During the period of study in a higher educational institution it is necessary not only to communicate the sum total of theoretical and professional knowledge to the young person, but to, foremostly, ensure the formation of a socially mature personality of the Soviet specialist. The concept of the complex approach to education, formulated at the 25th Congress of the CPSU, has found reflection in the work of the institution of higher learning and its library, in the creation of uniform plans of ideological work with students throughout the entire period of study. A plan of this kind in the Moscow University makes it possible to realize the complex of arrangements jointly with all the divisions and departments of the University and the social organizations. The library organizes surveys of literature, topical displays, meetings with writers and poets, debates, and readers' conferences. In recent years hobby clubs and clubs of bibliophiles have become very popular. Propaganda of fiction is conducted directly in the students' groups and dormitories and mobile libraries are created. The library of the university continually studies readers' interests with the aim of guiding the students' reading. All this contributes to the many-sided development of the students' personality, the heightening of his political and social activity, thus cultivating in them such qualities as patriotism and internationalism. It also gives the young people sound moral standards and an aesthetic outlook.

There is yet another aspect of activity of the University library that deserves mention: reference bibliographical and information activities. The reference/bibliographical department of the Research Library carries out work in the dialog mode, supplies students with individual and group information materials, prepares bibliographical lists in aid of the learning and scientific pro-

cesses of the university and translates the table of contents of foreign journals. The library also organizes "Information Days" and "Facility Days" and offers a service of selective dissemination of information (SDI) and a differentiated service for senior university personnel, etc. Improving the quality of information, the library makes wide use of the services of information bodies and scientific institutes. Such, in brief, are the main aspects and directions of activity of the library of the university, which are characteristic of all libraries in the sphere of higher education. Notwithstanding the fact, that the university library performs specific functions, adherent to it alone, it cannot exist on its own as the quality of its bibliothecal / bibliographical and information service and organization of work largely depend on the interaction of libraries of all systems and departments. It was not casually that the I All-Union interdepartmental scientific and practical conference "Problems of coordination and cooperation of work of libraries belonging to different departments today" (Moscow, May 1979) was devoted to this question. The Conference worked out the guidelines for the further coordination and cooperation of library activities. "In conditions of contemporary scientific and technical progress, the full and operative satisfaction of information needs of science and production is now beyond the strength of individual libraries and isolated library networks; Cooperation of libraries becomes an indispensable condition of improvement of library service".^{*)}

The cooperation of university libraries is foremostly realized with libraries of other higher educational institutions and

^{*)} Serov V.V. Problemy koordinatsii i kooperatsii raboty bibliotek razlichnykh vedomstv vsvego postanovleniya TsK KPSS "O sovremennoi roli bibliotek v kommunisticheskoy vospitatel'noy i nauchno-tehnicheskoy progressu". In: Problemy koordinatsii i kooperatsii raboty bibliotek razlichnykh vedomstv na sovremennom etape. M., 1980, s. 16.

is determined by the extent of coordination and cooperation of methodological guidance. For the first time the harmonious system of methodological amalgamation of networks of libraries of institutions of higher learning found its incarnation in the 60s, when the Central scientific and methodological library committee was established. (It is attached to the USSR Ministry of higher and special secondary education). The Committee supports a uniform system of methodological guidance of libraries of all university and institute libraries of the country and the regulated organization of methodological work. This endeavour was approved by the Ministry. The membership of the Committee is made up of directors of libraries of the largest universities and institutes and representatives of libraries belonging to other departments and institutions (State Lenin Library, State Public Library for Science and Technology of the USSR, Research Institute of High School, etc). The principle of the structure and membership of the Committee favours cooperation among libraries of different systems and departments.

The Research Library of the MSU is the head library in the system of libraries of higher educational institutions and the methodological centre for these libraries. Being also the base of the Central scientific and methodological library committee (CSMLC) of the Ministry of higher education it prepares documentation regulating the activity of university libraries, organizes courses of advanced training for librarians, scientific and practical conference and the socialist competition, popularizes progressive methods of work, organizes inspections of libraries of zones and republics and encourages the pooling of professional experience. The Committee provides methodological guidance through methodological centres (usually they are university libraries) in zones, republics and cities. This is affirmed in the Decree on zonal libraries of higher

educational institutions approved by the USSR Ministry of higher education. This Decree defines the rights, duties and functions of methodological centres, which have appreciably contributed to the development of interaction of scientific libraries. Other documents published in recent years include: Model decree on centres of methodological unions of libraries of institutions of higher learning of cities (regions); Model decree on libraries of higher educational institutions. Model decree on the republican scientific and methodological library committee, etc. The list of libraries of higher educational institutions operating as methodological centres has been approved. Such a precise system of methodological guidance guarantees the coordination of activity of all university and institute libraries along the main lines of library, bibliographical and information service of readers. Besides this the CSMIC, its members and specialists of university libraries closely cooperate and are represented in different committees of Ministries of Culture of the USSR and the RSFSR, the USSR State Committee for Science and Technology and other institutions.

Composite plans, worked out by the main methodological centre for libraries of the country - the State Lenin Library in collaboration with the Research Library of SMU and other large methodological centres for libraries of institutions of higher learning (their contributions is called "Coordinating plan of scientific and methodological activities of libraries, methodological centres of the country") serve as the pivot of interdepartmental cooperation of activity of libraries on all levels. University libraries are the principal executors of the chief forms of work included in the coordinating interdepartmental plans. All this helps to gain concordance in the work of university and institute libraries, consolidating their contacts with libraries of other systems

and organizations. Directors and specialists of large university libraries are members of different topical committees (on inter-library loan, scientific organization of labour, methodological work, etc.). The majority of university libraries take part in the preparation of union catalogues published by the State Lenin Library, the All-Union State Library of Foreign Literature, the State Public Library for Science and Technology, etc., and in the preparation and publication of reference works, dealing with collections of the largest libraries, and library guide-books. They also take part in the development and discussion of State standards (COST) in the field of librarianship and of various instructions. They are also active in the All-Union study "Rational distribution and use of library resources of the country" (jointly with the State Lenin Library) and many other enterprises. The coordinating relations of libraries in the field of interlibrary loan are sufficiently well developed. University libraries, which, as a rule, hold universal collections, actively issue books through the IL to many scientific institutions and individual specialists and are members of the general IL system. This system makes it possible for the reader to use collections of other libraries, not only in his own city, but in other cities of the country and abroad.

The coordination and cooperation of service of specialists by different libraries is an important matter and here we have gained certain achievements. An important contribution into this service was made by the document of national importance "Decree on the cooperation of universal and research and technical libraries", in which it is stated, among other things, that the interaction of these libraries is compulsory and covers all types of universal, research and technical libraries on all levels. University libraries serve readers which come from many research institutions. Joint work of libraries of higher educational institutions and libraries

of other systems and departments connected with the servicing of reading with fiction is carried out. Through joint efforts of different libraries readers' conferences, scientific and practical seminars and mobile thematic book displays are organized. Senior students and the professorial staff are also served by other large libraries of the city and in order to make this service more convenient standard readers' cards are being introduced in Moscow. This type of service is, for example, available in Irkutsk, Saratov and other cities. A similar system exists abroad, for example in the GDR, "where in order to raise the effectiveness of the use of collections of all research libraries, a contract between the Berlin City Library, the Library of the Humboldt University, the Library of the GDR Academy of Sciences and the State German Library has been signed in Berlin. According to this contract the reader can use these libraries having a single standard reader's card".*

An example of cooperation of libraries in the organization of storage of passively used collections are the depository libraries. Representatives of university libraries took part in preparing the document concerning these libraries.

In connection with the growth of book output much is being done in the way of coordinating the acquisition of collections, acquisition of foreign literature, first of all with the aim of eliminating duplication and the view rational spending of grants allotted for the acquisition of literature, the Research Library provides 200 institutions of high learning with foreign literature through a centralized acquisition arrangement. Libraries are informed of ordered foreign publications through the "Bulletin of literature recei-

* Krause, P. Tipologicheskiye osobennosti natsionalnoy biblioteki v razvitiy sotsialisticheskogo obshchestva. In: Bibliotekovedeniye i bibliografiya za rubeshom, 1980, A 78, c.45-53.

ved by libraries of higher educational institutions". University and institute libraries cooperate in international book exchange with libraries and scientific institutions of socialist, capitalist and the developing countries and there are signs that this cooperation is successful enough. In the Library of the Moscow University alone receipt of foreign literature through exchange makes up 35% of the total number of bought publications. The Library cooperates with 888 partners from 72 countries.

In order to rationally use the money allotted for the acquisition of literature and the activization of the use of collections many university libraries have joined the project of coordination of acquisition library collections of the city. In some cities composite thematic plans of acquisition, and lists of foreign periodicals, to which the libraries subscribe, are compiled. The range of subjects in which each library specializes is determined with due regard for readers' demands (Leningrad, Riga, Saratov, Irkutsk). Similar efforts are made in the libraries of the GDR, Bulgaria and the USA. Union catalogues of foreign periodicals are published and this joint work is coordinated in some cities, including Moscow.

University libraries also coordinate reference / bibliographical work within the framework of the institution of higher learning and the city (Saratov, Leningrad, Kuibyshev, Moscow). Regional bibliography is also coordinated.

An impressive factor of cooperation is the socialist competition. In practice bilateral and multilateral competitions of libraries of different departments, regions and republics are practiced. Yet another manifestation of cooperation is the conclusion of agreements on creative collaboration. For example, the Research Library collaborates on a friendly basis with the large trade-union library of the ZIL automobile plant in questions of bibliothecal / bibliographical and information service. University libraries of the Soviet

Union also cooperate with foreign libraries. Thus the Research Library has been cooperating with the Library of the Humboldt University in Berlin for many years now. University libraries of Kiev and Leningrad cooperate with the university libraries of Leipzig and Dresden, etc.

In this way, the interaction of university libraries and inter-library cooperation expand broadly in recent years. At the same time it should be noted that there are some difficulties and inadequacies in the coordination and cooperation of libraries of all systems and departments: departmental barriers are still strong, and the specific character of university libraries is not always taken into account when the main regulating documents are drawn up. There is still much work to be done in the future.

The Decree of the Central Committee of the CPSU "On the raising of the role of libraries in the communist education of the people and scientific and technical progress" (May 1974) points out the necessity of precise interaction of all libraries of the country in the endeavour to achieve a more effective and qualitative service of readers and university libraries aspire to contribute to the solution of these problems.